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ABSTRACT

Sacramento City College (SCC) is enrolling a growing population of minority students requiring English-as-a-Second-Language (ESL) training. This shift in demographics has resulted in two major challenges for SCC faculty: a visible language barrier between them and their students, and also a more subtle and critical "culture conflict" between faculty and students. While early college ESL efforts, such as tutoring and special courses, were directed at the students themselves, more recently, a new program has been developed to address the needs of faculty. Faculty were recruited to participate in the training program and queried on their perceived needs. A handbook was developed to serve as the text for an inservice training program. Phase I of the project consisted of a 2-day summer workshop for full-time faculty, focusing on the language and cultural barriers facing ESL students and ideas for developing customized teaching strategies to meet the unique needs of these students. In phase II, which involved both full- and part-time faculty, a 1-day workshop was held during the semester break, focusing on cultural conflict and its resolution. Phase III brought ESL and vocational faculty together on the development of a vocational ESL (VESL) course emphasizing listening comprehension. As a result of concerns about vocational students' failure to enroll in ESL courses, SCC initiated an enhanced and expanded counseling/orientation/assessment program to insure a higher level of participation in appropriate ESL courses by vocational education students. The new program will include early identification of ESL students in the admissions process, use of multiple assessment instruments, and targeted orientation and counseling. Ethnic enrollment data tables are included. (JMC)

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THE ESL STUDENT

Strategies for Meeting Their Needs

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Sacramento, California

July 9, 1990

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Paper presented at "Leadership 2000"
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THE ESL STUDENT
STRATEGIES FOR MEETING THEIR NEEDS

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Sacramento, California

BACKGROUND

The demographic composition of Sacramento City College, like many other Colleges, is undergoing a transition. Minority students, especially those who have English as their Second Language, comprise the most rapidly growing segment of the student population at the College. Minorities represent 47% of Sacramento City College's current student body, and there will probably be no "majority" ethnic group in a few short years. Within this emerging student body, Asians and Hispanics (as illustrated in Figure 1) represent the most rapidly growing groups and often have a limited facility with the English language. The impact of this shift in language is illustrated in Figure 2 which shows the increase in English as a Second Language Courses at Sacramento City College. The Asian population's composition is especially unique in that increasing numbers of Indo-Chinese Asians have recently immigrated into the area, a group which is significantly different in both language and culture from the area's traditional Chinese and Japanese population.

This shift in demographics has had a profound impact on the delivery of vocational education and employment training programs at Sacramento City College. Two major challenges have faced the faculty of the College. One is the visible language barrier between the faculty and the students. The second, which is both a more subtle and more critical issue, is "cultural conflict" which has lead to misunderstandings and mis-communication. These

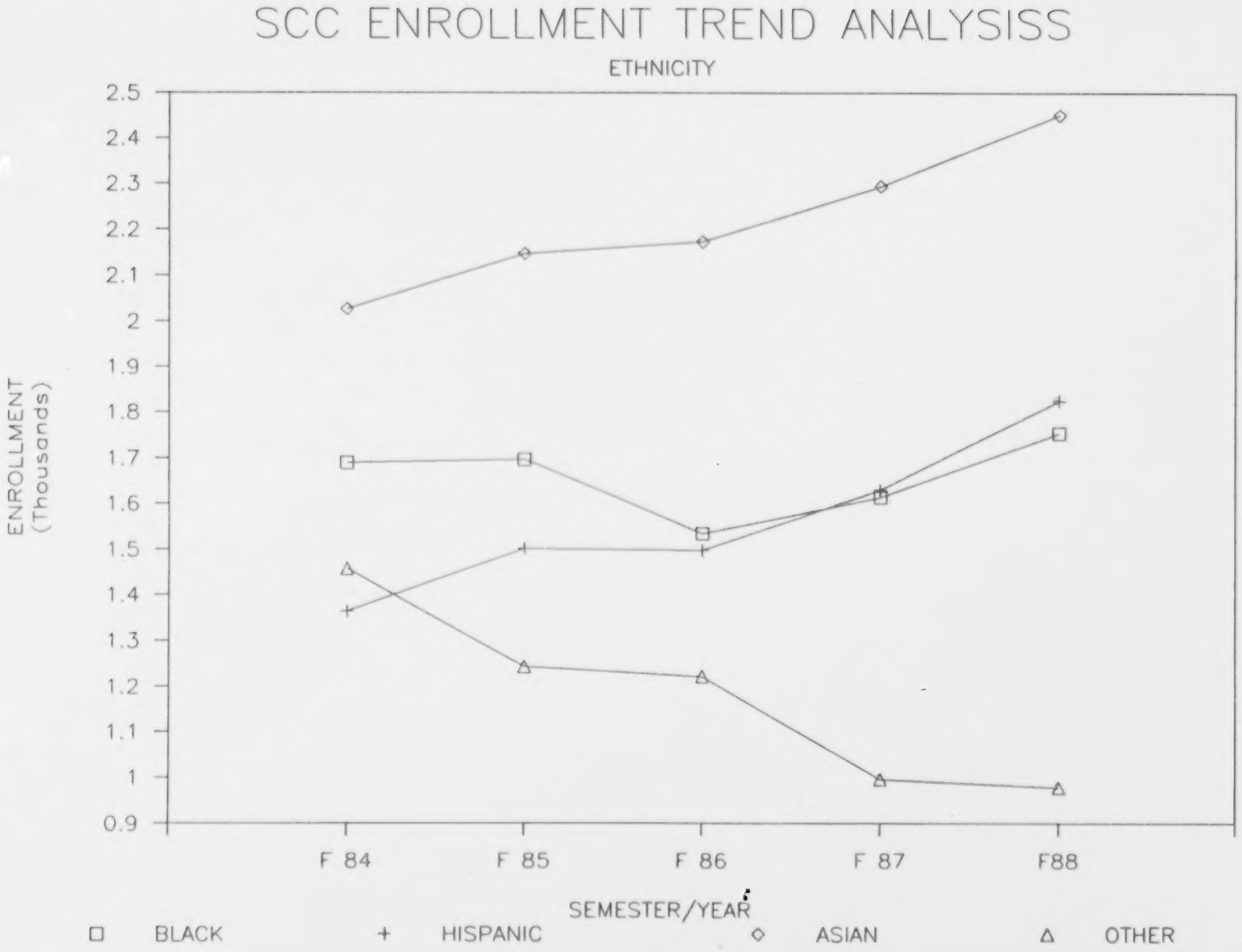
SCC ENROLLMENT TREND ANALYSISS
ETHNICITY
ENROLLMENT (Thousands)
2.5
2.4
2.3
2.2
2.1
2
1.9
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1
0.9
F 84
F 85
F 86
F 87
F88
SEMESTER/YEAR
BLACK
HISPANIC
ASIAN
OTHER

FIGURE 1

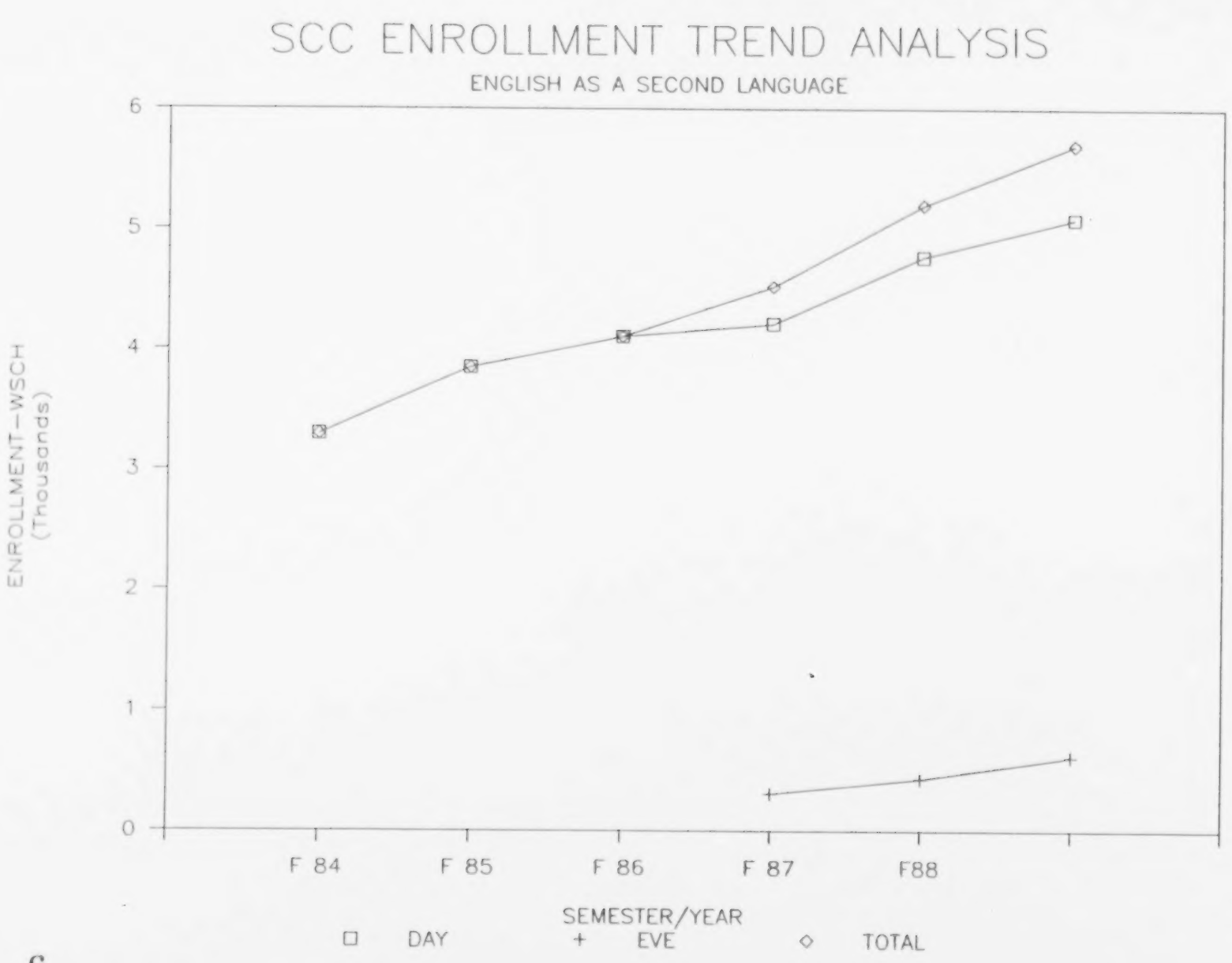
SCC ENROLLMENT TREND ANALYSIS
ENGLISH AS A SECOND LANGUAGE
ENROLLMENT-WSCH
(Thousands)
6
5
4
3
2
1
0
F 84
F 85
F 86
F 87
F88
SEMESTER/YEAR
□ DAY
+ EVE
◇ TOTAL

FIGURE 2

cultural and language barriers have an impact beyond the classroom because the students must still attempt to integrate themselves into a labor market which is not always equipped to deal with their language and their cultural differences.

This shift in the demographics of the College's students has important implications for both the College and the employers of the area. The obvious problem for the College is that students find it much more difficult to be successful in their classes. However,, there are also implications for the workforce in the near future. Workers may enter the labor market with a language barrier which significantly hinders their success and productivity on the job and they may be unable to acquire the necessary training to compete successfully for the types of jobs which have higher pay and longer term career potential.

In order to address the needs of Sacramento's changing student population and work force, the College has initiated a strategy to insure the future success of this emerging student body. This process has evolved and developed over time into a more comprehensive, and potentially more successful, program beyond that originally envisioned.

PLANNING AND DEVELOPMENT

Early College efforts at addressing the "ESL Problem" had been directed at the ESL students themselves through tutoring and specific courses. However, it was perceived that the faculty also needed assistance, preferably through a formal training program. A planning process was initiated with an advisory committee of interested and concerned faculty. The faculty advisory committee insured that whatever form the inservice took, it would be directed

at meeting the perceived needs of the faculty. A coordinator was identified to insure that a comprehensive plan was developed and to provide sufficient support to handle the anticipated complexity of the project.

At the same time the advisory committee was identified, the coordinator started a search for resource materials and consultants. Potential presenters were brought to the campus to meet with the advisory committee to clarify the nature of the problem and to do an initial assessment of College programs. Faculty were recruited in the Spring to participate in the training program, which was scheduled just prior to the start of the Fall Semester. Participating faculty were queried on their perceived needs and a handbook was developed which would function as a "text" for the inservice program. A follow-up workshop was scheduled during the semester break to assess progress and to present additional material. An evaluation process was developed as a follow-up to the initial workshop to provide the basis for the content of the follow-up workshop.

FACULTY INSERVICE

Phases I and II of the project consisted of two workshops, a two day workshop during the summer and a one day workshop during the semester break. The first group (phase I) consisted of full time faculty but the second group (phase II) included a large proportion of part time faculty. The first workshop focused on the language and the cultural barriers facing the ESL student and helped faculty to develop customized teaching strategies to meet the unique needs of the students. Several short afternoon workshops were scheduled for the Fall semester so that the participants could share the impact of their modified teaching strategies.

A team of vocational and ESL faculty was also formed during this period to open up communication between these groups. They found common goals and frustrations and this effort helped to bring better focus to the mid-year workshop. As a result of the short afternoon seminars and the Vocational/ESL faculty team, this second workshop shifted its focus to cultural conflict and its resolution.

The evaluation process identified the need for additional components in the second workshop. Figure 3 is a solutions grid which grew out of the first summer workshop evaluation and identified the efforts needed to insure that the problem was addressed. Two major thoughts run through this solutions grid. First, there is a continuing need for vocational and ESL faculty to become more cognizant of their mutual needs and the capabilities and goals of their programs. Second, there is a need to refine both the ESL courses and the counseling program to better meet the needs of the vocationally oriented ESL students. This grid helped focus phase III, A VESL curriculum and Phase IV, a VESL Counseling/Orientation program.

Vocational ESL (VESL) program

Phase III was the development of a Vocational ESL course. An ESL instructor was identified to do the primary course development with vocational faculty acting as resource consultants. The VESL course was based on an existing ESL course, but the course content was modified to include specific vocational content. The course was classroom tested during a summer session and was fully implemented into the curriculum in the Fall of 1989.

SACRAMENTO CITY COLLEGE
LEP/ESL INSERVICE WORKSHOP
SOLUTIONS GRID

VOCATIONAL EDUCATION	ESL
TRAIN TO THE JOB MARKET	LEARN ABOUT VOC ED
MORE 1 ON 1 LEP TIME	FOCUSED ESL INSTRUCTION
MORE VOC ED ADMINISTRATIVE INVOLVEMENT	SEQUENCING OF ESL CLASSES UNDERSTANDING
BETTER USE OF RESOURCES	NOT KEEP STUDENTS IN ESL TOO LONG
ADAPTED CURRICULUM	MELD VOC-ED AND ESL
APPLY IDEAS TO ALL CLASSES	
TALK TO DIVISION/DEPT HEADS	
COUNSELING	**ADMINISTRATION**
STUDENT ORIENTATIONS	INTAKE/PLACEMENT
COMMUNICATION WITH INSTRUCTORS	INTEGRATION OF EFFORTS OF ADMIN/STAFF/INTERDEPT STAFF
REQUIRED COUNSELING/ EVALUATION	INVOLVEMENT OF DEANS
UNDERSTANDING OF VOC ED PROGRAMS	FOLLOW-THROUGH AFTER WORKSHOP
PROBLEMS/ISSUES	GO OUT/SEE

FIGURE 3

The major theme of the first VESL course is Listening Comprehension. This content, including illustrations and hands-on-material, is taught with a vocational emphasis using common terminology. The course is not intended to substitute for any part of the vocational program content but rather is offered as a more relevant and understandable vehicle to improve listening comprehension for the vocational major.

There will be several VESL courses when the curriculum development is completed. The initial course includes traditional vocational trade content with a focus on the Aeronautics and Electronics curricula. The second course will focus on Business terminology. Future development may include oral communications for ESL students such as job interviews and communication at the worksite.

Vocational ESL Counseling and Orientation Program

One of the major problems identified during in-service was the lack of participation by vocational students in the ESL program. In spite of program and course pre-requisites and an existing Assessment and Counseling program, ESL students were short-circuiting the system and enrolling directly into vocational courses. The result was frustration on the part of faculty and limited success on the part of the students. In order to insure a higher, and more beneficial, level of participation in appropriate and necessary ESL courses, an enhanced and expanded counseling/orientation/assessment program is being initiated. Under the direction of a task force consisting of counseling, ESL, and vocational faculty, a pilot program will be implemented. It has several components.

1) Early identification of ESL students in the admissions process. This will be accomplished through identification on the application form and personal identification by counseling staff during student orientation, which is now a mandated activity at the College.

2) Use of multiple Assessment Instruments. Multiple assessment instruments, including those specifically designed for ESL students will be used to more accurately determine a students English proficiency. These enhanced measures will be used in conjunction with other counseling activities to promote enrollment in ESL courses for those students who need them.

3) Targeted Orientation and Counseling. ESL students who are identified through the identification process will be referred to specialized orientation programs. These programs will be designed to meet the specific needs of ESL students and emphasize the need for appropriate assessment and proper ESL instruction.

4) Other activities. In addition to those mentioned above, several other activities will be used. The VESL curriculum, as described above, will insure that more program relevant material is available in the ESL courses, making them more attractive to the ESL students. Vocational faculty will continue to work with ESL and counseling faculty to refine program and course pre-requisites and co-requisites to insure that ESL students have the foundation needed to succeed in these programs. Last, ESL tutors and other instructional resources will be available to provide the additional support needed by the students.

The goal of these activities has been to insure that the ESL students acquire the foundation needed to succeed in their Vocational courses and, ultimately, in their chosen career. Additional information on this program is available from the authors at Sacramento City College, 3835 Freeport Boulevard, Sacramento, California 95822.

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